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MANAGEMENT STYLES AND ORGANIZATIONAL INTELLIGENCE LEVEL OF HIGHER EDUCATION ADMINISTRATORS

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Abstract

With the influence of globalization, the responsibilities of administrators are increasing day by day. Akademic and administrative managers in higher education institutions guide students academically, socially, and psychologically, and the quality of this guidance directly affects the organizational intelligence of institutions, which in turn influences the quality of services provided and stakeholder satisfaction. However, no study has been found that examines the relationship between higher education administrators' leadership styles and organizational intelligence within a theoretical framework. No studies have been found that directly examine the relationship between the management styles of higher education administrators and organizational intelligence, although there are studies that are indirectly related. The purpose of this study is to explain the concepts of management styles of higher education administrators and organizational intelligence of instituons, and to discuss their theoretical foundations. It has been prepared using a qualitative literatüre review method. Case studies available in TR Index and Turcademy.com were examined, and the effects of management styless and organizational intelligence in higher education were analyzed. The data obtained were processed primarily using content analysis. The findings were examined carefully, in detail, and systematically, then classified and interpreted. This research contributes to understanding of the role of higher education administrators management styles in organizational intelligence.

Keywords

Organizational intelligence, Management, Management Style, Administrator.

Resumo

Com o avanço da globalização, as responsabilidades atribuídas aos administradores das Instituições de Ensino Superior têm-se intensificado progressivamente. Os gestores académicos e administrativos assumem um papel fundamental na orientação dos estudantes, não apenas a nível académico, mas também nos domínios social e psicológico. A qualidade dessa orientação tem um impacto direto na inteligência organizacional das instituições, a qual, por sua vez, influencia significativamente a qualidade dos serviços prestados e o grau de

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satisfação das partes interessadas. Apesar da relevância do tema, não se identificaram estudos que abordem, de forma direta e enquadrada teoricamente, a relação entre os estilos de liderança dos administradores do ensino superior e a inteligência organizacional. Embora existam investigações com ligações indiretas, verifica-se uma lacuna na literatura relativamente à exploração sistemática desta relação. O presente estudo tem como objetivo principal clarificar os conceitos de estilos de gestão dos administradores do ensino superior e de inteligência organizacional, bem como discutir os respetivos fundamentos teóricos. A investigação foi desenvolvida com base numa metodologia de revisão qualitativa da literatura. Para tal, foram analisados estudos de caso disponíveis em bases de dados como o TR Index e o Turcademy.com, com o intuito de examinar os efeitos dos estilos de gestão e da inteligência organizacional no contexto do ensino superior. Os dados recolhidos foram tratados maioritariamente através de análise de conteúdo. Os resultados foram analisados de forma minuciosa, sistemática e detalhada, sendo posteriormente organizados e interpretados com base em categorias temáticas relevantes. Esta investigação pretende contribuir para um melhor entendimento do papel dos estilos de gestão adotados pelos administradores no desenvolvimento da inteligência organizacional nas instituições de ensino superior, oferecendo, assim, um referencial teórico para estudos futuros nesta área.

Palavras-chave

Inteligência Organizacional, Gestão, Estilo de gestão, Administrador.

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1. Introduction

The fundamental principles and functions of management are valid for all organizations. While public institutions, voluntary organizations, and private sector organizations differ in their implementation styles (Erdoğan,1994), the success and effectiveness of organizations depend not on their type but on the efficiency and capability of their management. Just as water and air are vital for living organisms, successful and effective management is the lifeline of organizations. This is closely related to the organization's cultural values, organizational intelligence, the harmony of its management style, and the functions of its administrators.

Higher education represents the final and most critical level of formal education in preparing future generations. It plays a key role in a country's development across economic, industrial, cultural, technological, political, and many other domains (Ünsal, 2016). This diversity reflects not only on the execution of academic duties but also on the differentiation of expertise between departments, making the bureaucratic structure more complex. Although quantitative criteria such as punctual attendance, timely fulfilment of responsibilities, and positive student evaluations are commonly used to assess academic performance, these often result in a mechanical perception of the academician. Nevertheless, it is essential to prioritize and preserve educational quality. In the absence of comprehensive tools to assess academic quality, more easily measurable elements such as class attendance, timely grade entry, student evaluations, and job continuity become the primary focus. A shared governance model based on checks and balances and coordinated collaboration between academic and administrative units fosters neutrality. Howoever, not all societies or higher education institutions can adapt to the changes brought by globalization. Some struggle to keep up with contemporary developments. Moreover, the standardization movement has caused higher education institutions to prioritize accreditation over individual institutional identity. Therefore, management styles in higher education have become a crucial issue requiring close attention (Celep & Tülübaş, 2015).

This study was prepared using a qualitative literature review method. Case studies included in the existing literature in TR Dizin and Turcademy.com were examined, and

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management styles, management styles in higher education, and their effects on organizational intelligence were analyzed. In processing the data obtained from these sources, content analysis was commonly utilized. The data collected during this process were examined carefully, thoroughly, and systematically, then classified and interpreted. The data were obtained from academic articles, books, master's/doctoral theses, and peer-reviewed journal publications. The selected studies were particularly those conducted in higher education institutions, addressing the relationship between management styles and organizational intelligence, covering basic management theories, and published within the last 5–10 years. The aim of this article is to explore the concepts of management, management styles, and organizational intelligence and to examine how they are explained with the help of the classical management theories on which the literature is based, particularly through the management process approach. In this context, a qualitative literature review was conducted, first addressing the question of "what is management, what is a management style?" and then examining the relationship between organizational intelligence and management styles in higher education. Understanding the theoretical foundations of management styles in higher education will contribute to a better understanding of the organizational implications of the subject.

When the national literature is examined, some of the case studies that investigate the effects of management styles in higher education institutions on organizational intelligence are as follows: Tekbulut (2017) investigated the relationship between leadership styles, organizational citizenship behaviors, and academic performance, based on the participation of 291 faculty members working during the 2015–2016 academic year at Hacettepe University, Middle East Technical University (METU), and Gazi University. The results of the study showed significant differences in faculty members' views on the department chair's leadership style according to the faculty and university variables.

In Turkey, various institutions including the Ministry of Youth and Sports, the Ministry of Development, the Scientific and Technological Research Council of Turkey (TÜBİTAK), the Council of Higher Education (YÖK), and numerous non-governmental organizations actively support youth-oriented projects and scientific research. These bodies provide assistance to young individuals, initiatives targeting youth, and researchers through scholarships and grant programs. A tangible example of such support is the International Youth and Science Center project. In their (2018) study, Açıkalın, Erçetin, Potas, and Güngör examined the perspectives of 1,958 young individuals aged 15 to 29 who participated in the International Youth and Science Center in Ankara. The study aimed to assess participants' views on the planned scientific activities. The findings revealed that participants reported high levels of satisfaction with the scientific events, the educators involved, and the physical facilities and educational materials provided. Furthermore, the participants perceived the educators as competent in their subject areas and acknowledged that the scientific activities contributed positively to their career planning and personal development.

In a study conducted by Altıntaş and Özata (2024) at Yozgat Bozok University, the effects of transformational and transactional leadership styles on employee satisfaction were analyzed. The findings revealed that organizational trust and organizational commitment

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played a partial mediating role in the effect of transformational and transactional leadership on employee satisfaction among healthcare workers. Among education workers, organizational trust and commitment partially mediated the effect of transformational leadership on employee satisfaction, whereas in the case of transactional leadership, these factors played a full mediating role. Organizational communication was not found to significantly affect employee satisfaction; hence, no mediating effect was observed.

Aktemur (2016) investigated the effects of administrators' leadership styles on employees' emotional intelligence and perceptions of organizational culture. The study was conducted with a total of 103 participants, including managerial staff and teachers from a private educational institution in Istanbul. The analysis showed statistically significant relationships between educational level and emotional intelligence, years of service and charismatic leadership, empowering leadership and personal competence, self-management, social awareness, and relationship management, transformational leadership and organizational identity, norms, rituals, perceived values, and institutional image, and similarly, charismatic leadership and empowering leadership with those same variables related to organizational culture.

Göl (2018) analyzed the relationship between decision-making styles of higher education administrators and organizational culture. The study was conducted during the 2016–2017 academic year with 310 administrators working in public and foundation universities in Turkey. According to the findings, a significant difference emerged only in terms of seniority among demographic variables. However, when means were considered, differences were observed for other demographic variables as well. Additionally, there were varying levels and strengths of relationships between perceived organizational culture types and preferred decision-making styles.

This study attempts to examine management styles and organizational intelligence in higher education within a general framework, based on Henry Fayol's Management Process Approach from Classical Management Theories. This is because the management process approach encompasses principles directly related to management styles. Management styles in higher education institutions are highly influential in shaping organizational intelligence. Factors such as transformational leadership, ethical leadership, and emotional intelligence contribute to enhancing organizational intelligence, enabling institutions to adapt more effectively and become more innovative in response to environmental changes. The case studies mentioned above demonstrate that leadership approaches have a direct impact on areas such as employee satisfaction, organizational commitment, and academic performance. In this regard, although this study focuses on examining the relationship between management styles and organizational intelligence in higher education institutions through the management process approach from Classical Management Theories, it is also supported by the Contingency Theory, Transformational Leadership Theory, and Organizational Learning Theory.

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2. The Concept of Management and Management Styles

The concept of management has existed as a discipline for centuries. Management is the process of directing all resources in an organization primarily human resources toward predetermined objectives and controling them around organizational goals (Bursalıoğlu, 2012). While what a manager should do is generally defined by procedures in the private sector and by regulations in the public sector, how a manager should do it is often unclear (Özgür, 2011). The fundamental question in management, therefore, is "what to do" and "how to do it." Studies on management styless are expected to guide policymakers and educators. A management style effective in one society may hold little significance in another. Therefore, it seems implausible to talk about a standart set of management styles. Moiden (2002) argues that there is no consensus on the "most appropriate management style." Therefore, the expected outcome of the management process is to apply the style most suitable for achieving the organization's goals and objectives. When confronted with conflict, a manager must determine and implement appropriate resolution strategies. However, addressing conflict merely through organizational strategies may prove insufficient. Managers must also understand how individuals involved in the conflict perceive and approach it (Moberg, 2001: 48). Each manager acts as a conflict resolver within their organization and develops a personel management style. Effective managers are responsible for ensuring that their organizations operate constructively and productively. From this understanding, three fundamental management style have emerged: autocratic, democratic-participative, and laissez faire.

Autocratic Management Style: In this style, managers concentrate all power, authority, and responsibility in themselves and grant no say to subordinates. The opinions of subordinates are considered insignificant, and the primary concern is the fulfillment of tasks. This style is typically adopted in situations requiring swift decision making or in organizations with unmotivated and untrained personnel who must be mobilized quickly through pressure or fear.

Democratic-Participative Management Style: This style involves managers encouraging subordinates to contribute to decision but does so after gathering input from subordinates. This style aims not only to achieve organizational goals but also to benefit from the managerial capabilities of subordinates. It does not rely on a centralized authority. The manager delegates tasks and responsibilities to subordinates, and decisions are made collectively in meetings. In this style, the manager's attitude is particularly important.

Laissez-Faire Management Style: Also known as the "hands-off" style, managers provide subordinates with a goal but allow them freedom in how to achieve it. According to Eren (1993), this style requires minimal managerial authority, with the manager acting as a supporter within the manager acting as a supporter within the bounds of the resources provided, taking on a monitoring role. Organizational succes depends more on the members than on the manager. To implement this style effectively, members must be experts in their work and possess a strong sense of responsibility (Yılmaz, 2016).

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3. The Concept of Organization and Organizational Intelligence

The relationship between individual and collective learning is of great importance in organizational theory. Although organizational learning occurs through individuals, it is a mistake to consider it merely as the sum of individuals learning. Organizations do not possess brains, but they do have cognitive systems and memory. İndividuals come and go, leaders change , yet the memory of organization preserves certain behaviors, cognitive maps, norms, and values over time. Organizations that fail to internalize the philosophy of organizational learning lose their ability to renew themselves, shape the future, and create differentiation compared to their competitors. A learning organization is one that possesses the ability to generate acquire, and transfer knowledge and to modify its behaviors in accordance with new knowledge and insights. In this context, organization's adaptation to its environment its ability to raise awareness and transform its surroundings through Collective action and shared consciousness based on its goals and capabilities. In organizations that aim for high performance, members must engage in a Collective effort to refine, preserve, and transform both individual and organizational knowledge essentially, to focus on knowledge management, a key component of organizational intelligence. In this sense, organizational intelligence is defined as the willingness, unity, and ability of organizational members to enhance performance, refine Professional knowledge collectively, and communicate intelligently informed meanings through organizational behavior. Organizational intelligence is the foundation and key to the process of organizational learning (Yıldırım, 2006: 147). The importance of intelligent behavior within the structure and operations of organizations is undeniable. The reflection of this intelligence in organizational behavior is driven by internal dynamics (Neyişçi, 2018).

In the 2014-2015 academic year, a study was conducted with a total of 48 people in a primary school in Ankara to determine the social network structure of organizational intelligence and operational sub-dimensions and to determine how the social network structure differs. In the data collection, the "Multidimensional Organizational Intelligence Scale" was used to determine the organizational intelligence and operational sub-dimensions of the primary school and the "Social Network" data collection form was used to determine the characteristics of the network mechanism and the relationships of the actors in the network mechanism. Social network analysis, descriptive statistics, t-test and variance analysis were used in the analysis of the data. According to the research results, teacher and administrator perceptions regarding the intelligence level of the school were generally determined as very high and high (Neyişçi and Erçetin, 2020). Additionally, Potas et al. (2017) found that teachers' perceptions of the organizational intelligence levels of the schools they work in were high.

Various researchers have proposed different definitions of organizational intelligence. Weber et.al. (1996, as cited in Erçetin, 2004) define it as on organization's ability to adapt to, shape, and transform its environment through Collective action and consciousness in live with its goals and competencies. Simic (2005), on the other hand, defines it as "an organization's intellectual capacity to solve organizational problems." One influential framework in the literatüre is that of Terenzini (1993), who conceptualizes organizational intelligence through three dimensions: 1) technical-analytical, 2) problem-

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solving, and 3) contextual. The technical-analytical dimension consists of factual knowledge or information and analytical/methodological skills. Factual knowledge refers to the operational principles and norms found in legal administrative texts about an organization's structure and functioning, as well as the resulting actions. Analytical and methodological competencies pertain to the processing, assessment, and interpretation of data related to organizational outcomes and help facilitate planning, monitoring, and evaluation processes aligned with organizational goals. The problem-solving dimension addresses various managerial issues and includes the effective operation of both formal and informal organizational structures. The contextual dimension integrates the technical analytical and problem-solving dimensions within the organization's cultural elements such as history, value systems, and norms. This dimension refers to the process of forming organizational identity. In summary:

– Organizations, like individuals, possess intelligence.

– Organizational intelligence should be analyzed through a multifaceted lens, taking into account interacting components.

– It is synergistic, involving the interaction and energy transfer from individual to organization and vice versa.

– Emotional intelligence and competencies of individuals play a critical role in this process.

To sustain the health and effectiveness of this living system (i.e., the organization), the emotional intelligence and competencies of individuals who are its most critical elements must be transformed into the collective emotional intelligence and competencies of the organization. At the individual level, emotional intelligence encompasses self-awareness, self-regulation, motivation, empathy, and interpersonal skills. On an institutional level, these correspond to organizational self-awareness (culture), emotional management, a shared and pursued vision, organizational self- assessment and environmental sensitivity, and effective communication (Erçetin, 2000: 16).

In organizations are viewed as living, learning, adapting, evolving entities then managers can be seen as interpreters of organizational intelligence. From this perspective, organizations to make decisions regarding both routine activities and unexpected situations in a dynamic global environment and their capacity to employ those capabilities (Erçetin, 2004: 42).

Ultimately, organizational intelligence entails: Quickness in action and response, adaptability to change, operational flexibility and ease, intuition and foresight, open-mindedness, creativity and imagination, and the capacity for renewal.

In their work, Halal and Kull (1998) identify various variables and benefits of organizational intelligence, including information Technologies and systems, organizational structure, culture, ecological relationships, knowledge assets, strategic processes, dynamic factors, and performance. According to their findings:

– Managers and organizational members can assess the proactive capabilities of the entire organizational system.

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− The patterns of the organization's relationships with its environment can be understood.

− The organization's strengths and weaknesses can be identified.

− Proposals that foster knowledge creation and creativity in sub systems and the organization as a whole can be developed.

− Gains can be increased through dynamic factors such as leadership (Erçetin, 2004).

4. Classical Management Theory, the Process Approach, and the Contingency Approach

Classical Management Theory, which continues to influence contemporary management thought, includes Max Weber's Bureaucratic Theory, F.W. Taylor's Scientific Management Theory, and Henri Fayol's Administrative (Process) Management Approach. Rather than describing what is, this theory focuses on what ought to be (Mahmood & Basharat, 2012: 512). According to this theory, structure is central to the functioning of organizations; thus, classical theorists concentrated their attention on the design of formal organizational structures. Within this framework, the theory is built upon four foundational elements: division of labor, hierarchy, structure, and control (Turan & Şahin, 2016: 31).

To understand Fayol's views more clearly, one must consider the era in which he lived. The general characteristics of Classical Management Thinking and its proponents are as follows:

− It emerged in the aftermath of the Industrial Revolution.

− It emphasized increasing added value and enhancing performance.

− It was rule-oriented, normative, and imposed a rigid discipline on employees.

− Centralized and hierarchical management structures were dominant.

− Job secutiry for workers was considered important.

− Workers were often viewed as machines, ignoring emotional and psychological dimensions.

− Personal issues of workers were assumed to have no effect on productivity.

− Organizations were seen as closed systems with no interaction with the environment.

− Productivity was believed to increase through specialization and division of labor (Karaboğa & Zehir, 2020).

A significant portion of the theoretical foundation of Classical Management Theory is based on Fayol's Process Management Approach. Fayol's work focused primarily on management functions. In his 1916 publication *Administration Industrielle et Generale* (General and Industrial Management), he introduced six managerial functions and fourteen principles of management: Division of work, authority and responsibility,

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discipline, unity of command, unity of direction, subordination of individual interests to general interest, fair remuneration, centralization, scalar chain, order, equity, stability of personnel, initiative, and esprit de corps.

Fayol believed the following about these principles (Fayol, 2005):

– Nothing in management is absolute or definitive.

– Management is a matter of measurement and comparison.

– Even under similar conditions, the same principle is rarely applied in the same way.

– Practice should consider changing and diverse circumstances.

– Principles must be flexible and adaptable to needs.

– Knowing how to apply them is essential this requires significant skill.

– Experience, intelligence, decisiveness, and comparative judgment are essential to applying principles effectively.

– There is no limit to management principles.

– Every rule and method shown through experience to facilitate management functions and strengthen the organization can be considered a management principle.

According to Fayol, organizations should have hierarchical structures, and management authority should rest with top managers. Lower-level managers must regularly inform upper management about work activities (Mahmood & Basharat, 2012).

Emerging in the 1960s, the Contingency Approach of Modern Management Theory posits that every organization is unique in terms of its subsystems and environment. It proposes that the management process should be internally referenced and context dependent (Gültekin, 2004). In contingency thinking, the practice of management should align with what the situation demands. Success lies in fit and flexibility; therefore, there is no universally best management approach. Management style, leadership effectiveness, or organizational structure varies by context. That is, organizations adapt to specific environmental conditions and variables to be successful. This approach, while highlighting the unique and dynamic nature of organizations, also offers clarity on how they should be managed.

The concept. Of Transformational Leadership was first introduced by Burns in 1978 and later developed by Bass in 1985. Gaining prominence in the 1990s, the theory of transformational leadership describes visionary leaders who lead their organizations to success, support the performance of their followers, and create new opportunities. It emphasizes empowerment and motivation as tools to change institutional culture and values. Transformational leaders are those who transfer strategic visions and strategies to a Collective team spirit, find clear and feasible solutions quality. They inspire others to follow suit. These leaders are charismatic, intellectually engaging, and foster high levels of trust and identification among followers. Higher education institutions, which need to adapt to rapidly changing technological, economic, social, and cultural trends, require continuous transformation. Given the increasing importance of entrepreneurial

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universities, transformation leadership plays a vital role in enabling institutions to keep pace with global change. Such leaders empower academic staff and enhance productivity. In higher education, transformational leaders also serve as sources of inspiration for students (Karadağ, 2024).

The theory of Organizational Learning includes various models and approaches. It posits that organizations generate two types of knowledge necessary for operations: "process knowledge" and "deep knowledge" (Anderson et al., 1994). Process knowledge involves the Technologies, human capital, and task requirements that guide organizational operations and define quality standards. Deep knowledge, on the other hand, encompasses foundational disciplines such as systems theory, statistics, and psychology. While process knowledge helps understand the production and distribution of goods and services, deep knowledge facilitates the learning processes within the organization. Utilizing both types of knowledge lead to continuous improvement in products, services, and processes (Aydınlı, 2005). The concept of the "learning organization," popularized in the 1990s through Peter M. Senge's book *The Fifth Discipline* (2007), refers to organizations that facilitate the learning of their members and continuously transform themselves. Just as individuals learn, so too do organizations. This learning process is Collective and includes acquiring knowledge, gathering information, and changing behavior. It promotes adaptation to the environment and supports innovation and competitiveness.

When we evaluate the relationship between organizational intelligence and organizational learning, we find that organizational intelligence enables leaders to make strategic and creative decisions by using information quickly and effectively. Meanwhile, organizational learning brings about behavioral change through the acquisition of knowledge. In turn, organizational intelligence enhances the quality and pace of learning processes. Thus, there is a mutually reinforcing relationship between organizational intelligence and organizational learning like branches growing from the same rooted tree. In choosing a management style in higher education, administrators must consider both organizational learning as indispensable tools for achieving effective and solution-oriented outcomes.

5. Conclusion and Recommendations

It is observed that contemporary universities have undergone a transformation, influenced by global implementations of new public management, neoliberal policies, and the concept of globalization, which began in the 1980s.In this context, efficiency and accountability have become the primary focus in higher education institutions and among their representatives. Management practices in the higher education sector have shifted from collegial governance to a more institutional or commercial paradigm, functioning as mechanisms for control, cost reduction, and the advancement of specific policy agendas. This transformation has led to a decline in the influence of academics in goal-oriented decision-making processes, with authority shifting from academia to hierarchical structures.

In a critical perspective toward this shift, which evaluates universities through the lens of business logic, Owen (2003: 43) advocates for a culture of evaluation in higher

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education institutions. He emphasizes the necessity of implementing evidence-based practices by involving staff in decision making processes to promote continuous organizational development. In this context, transformational leadership may servet he success of organizations by aligning with these objectives, However, today's university academics, who are expected to be the main participants in university governance, often find themselves burdened by excessive workloads and low salaries. Through increased collegial participation, it may be possible to meet their legitimate need for a voice in institutional matters. Therefore, effective managers should focus on systems of organizational learning, organizational intelligence, and design processes. When these conditions are met, the participation of all stakeholders and the empowerment of personnel will be ensured leading to greater accountability. Consequently, academics will be better equipped to fulfill their duties in a manner aligned with institutional expectations.

Mintzberg (1994) does not view employees merely as passive implementers within organizations but rather as effective strategists. He defines universities as Professional organizations in which employees are loosely and often inadequately involved in organizational processes. From this perspective, he criticizes top-down management styles. Hence, we may contrast Fayol's process approach with Mintzberg's emphasis on employee agency and suggest that practitioners consider complementary viewpoints while applying Fayol's principles in higher education setting.

Ramsden observes a shift in Australian universities from bureaucratic structures to learning oriented frameworks. He argues that top-down administrative control is both erroneous and problematic. In this context, comparing higher education management in Turkey with that of other countries may serve as a valuable tool for evaluating and benchmarking institutional performance.

In the 21st century, the international system has become more complex and interdependent, with mutual relations becoming more diversified and intense. On the other hand, Turkey has shown great success since the early 2000s by increasing employment and income levels in terms of both economic and social development performance. Turkey has become an upper-middle income country (Açıkalın, 2021). In the field of education, university rankings affect the views and preferences of students, academics, policy makers and other stakeholders. They often valuable insights into the quality and reputation of universities worldwide. Academic quality which reflects the effectiveness of teaching activities and educational programs encompasses both tangible and intangible elements that affect student learning outcomes and experiences. Global ranking systems, such as the Times Higher Education World University Ranking, evaluate institutional effectiveness across a range of dimensions. These systems rely on comprehensive datasets from approximately 1,800 universities worldwide (cited in Balcı, 2023). Therefore, it is recommended that higher education administrators in Turkey closely monitor global ranking systems and use their indicators as tools to support institutional dynamics, staff motivation, and student engagement.

Fayol argued that leaders who govern organizations based on his fourteen principles would inevitably contribute to organizational effectiveness and efficiency. He believed that without these principles, organizations would descend into chaos and operate in

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darkness. Nonetheless, his theory has been subject to criticism for various reasons, including its overly formal structure, insufficient attention to employee dynamics, vague and sometimes superficial approaches, and its failure to associate managerial principles with justice or ethical responsibilities. Fayol also faced criticism for being overly universalist, neglecting empirical validation, viewing organizations as closed systems, and promoting a single management approach applicable under all circumstances. Moreover, the assumption that management functions such as planning, organizing, directing, coordinating, and controlling are naturally inherent to management is now considered a fallacy. Rather than debating the current relevance of Fayol's ideas, it may be more productive to examine how his general management approach corresponds to contemporary management theories. This approach would help us enhance our knowledge of management and identify commonalities among diverse theoretical perspectives (Karaboğa & Zehir, 2020).

Despite this criticism, Fayol has left an indelible mark on the history of management. His theory has not faded over time and continues to offer valuable insights for contemporary organizational leaders. Based on the theory and the process approach discussed in this study, it is recommended that higher education administrators serve as role models to their staff, prioritize organizational intelligence without reducing institutions to closed systems, and move beyond uniform management styles by responding to contextual goals and needs. Managers should place importance on the human dimension of organizations. Furthermore, it is advised that higher education institutions train their leaders in hierarchical, rule based, disciplinary, and authority related matters or collaborate with managers who demonstrate such competencies. In this way, role model leaders will positively influence their teams, enhance organizational intelligence, and contribute to the development of effective and successful management styles.

By adhering to Fayol's principles and utilizing management functions appropriately, framework can be established in alignment with the Contingency Theory's unique and integrative understanding of organizations. Projects and educational initiatives (such as courses and R&D studies) may also be used to support personnel development in this area. A key limitation of this study is that it explores management styles and organizational intelligence using only a limited number of theories. Future studies may consider additional theoretical frameworks to examine how managers influence their institutions through their management styles and organizational intelligence.

In summary; The management styles of higher education administrators and the concept of organizational intelligence have been examined through the lens of the process approach in classical management theory, as well as through the Contingency Theory and Organizational Learning Theory. Today's higher education institutions have evolved far beyond classical bureaucratic structures. Various factors lie at the core of organizational intelligence in universities. These institutions now seek to go beyond national boundaries and secure a place on international platforms while preserving their uniqueness. In the face of a global and competitive World order, universities must become more flexible, adaptive and agile. The pursuit of institutional rankings, accreditations of the need to align with an ever-changing information society to manage academic data, scientific outputs, and institutional processes systematically, universities have developed intelligence-based structures such as digital transformation initiatives and R&D centers.

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In the post COVID-19 era, digitalization has accelerated, and the experience of distance education has underscored the importance of adaptability and flexibility. Although the COVID-19 pandemic has had some positive impacts on students, it has also resulted in various negative consequences. "The effects of the pandemic on students differ significantly depending on the socio-economic status of their families. Low-income families, particularly those engaged in daily-paid labor without a stable income, have been more adversely affected and have experienced elevated stress levels compared to others. Nevertheless, it can be posited that greater opportunities provided by parents during this period may have led to different outcomes for gifted students. In this regard, causal studies involving parents and children may be conducted to explore these dynamics further." (Erçetin *et al*., 2021: 18).

The challenges and successes faced by organizations during this process have highlighted the critical role of management styles and decision-making capabilities in education and training. Today, universities are no longer solely institutions of education and research they are dynamic organizations contributing to knowledge production, economic development, and social transformation. Tools such as graduate tracking studies, evaluation mechanisms, strategic plans, information systems, and institutional intelligence assessments such as those conducted by the Higher Education Quality Council of Turkey (YÖKAK), indirectly measure the academic and strategic capacity of universities. Throughout this transformative process, organizational memory, management styles, learning structures, and organizational intelligence are of vital importance in shaping the present and future of higher education institutions.

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